

2025-26 SCHOOL IMPROVEMENT PLAN LAVERKIN ELEM

(TSSA, TSI, TITLE 1, SLT)

ENSURING HIGH LEVELS OF LEARNING FOR EVERY STUDENT

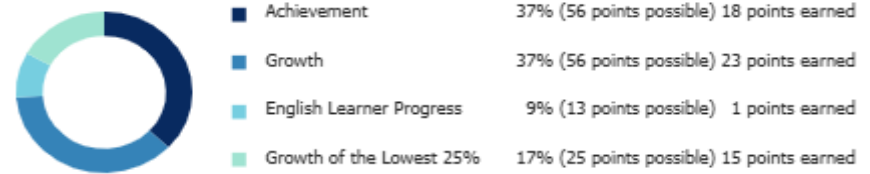
57 Was your school's total points on the most recent report card.

<https://utahschoolgrades.schools.utah.gov>

59 is the minimum score your school will need to demonstrate a 1% increase.
(This number is based on a maximum score of 150 points)

Based on your school report card's overall score, which area would make the most sense to prioritize in order to demonstrate a 1% increase?

Answer: Growth



Step 1: Determine your current level of performance. Look at your most recent, relevant assessment data.

FOCUS AREA 1: STUDENT LEARNING

How are you currently assessing your progress in this area?

Teachers analyze data in professional learning communities and identify areas to be retaught or extended. Through assessments, teachers and students are tracking growth and achievement in data binders	
Acadience Reading Progress Monitoring	RISE ELA Scores and Benchmark
Acadience Reading Beginning, Middle and End of year Results	ESGI for Kindergarten to track specific measurements of learning
RISE Math EOY Scores and Benchmarks	
RISE Science EOY Scores and Benchmarks	
PEERS Goals ever 4-6 weeks that target growth and achievement	
Common Formative Assessment within Performance Matters	
Acadience Math Progress Monitoring at the correct rate	
Acadience Math Beginning, Middle and End of year Results	

Subgroup Percentage Based on your data, what will you do to increase student learning in these subgroups?

Students identified as economically disadvantaged	55%	Monitor progress of students during weekly team collaborations (PLC). Monthly targeted observations for teachers to enhance tier 1 instruction in the classroom with feedback specific to learners. Every 6 weeks teams will meet to analyze and adjust achievement and growth goals
Students with disabilities	12%	Monitor progress of students during weekly team collaborations (PLC). Monthly targeted observations for teachers to enhance tier 1 instruction in the classroom with feedback specific to learners. Every 6 weeks teams will meet to analyze and adjust achievement and growth goals. Meet monthly with interention team to discuss student needs, growth and next steps as a team and support for teachers. All students will participate in tier 1 and small reading groups. Tler 2 interventions will be focused on grade level gaps and needed supports
Students identified as English learners	6%	ALL ELL students receive interventions based on their current skill level. All students participate in Imagine Learning and receie support from the ELL paraprofessional
Students in major racial and ethnic groups	24%	Monitor progress of students during weekly team collaborations (PLC). Monthly targeted observations for teachers to enhance tier 1 instruction in the classroom with feedback specific to learners. Every 6 weeks teams will meet to analyze and adjust achievement and growth goals

What tier 1 changes might help those subgroups and your school's level of performance?

Explicit Instruction and feedback on it during classroom observations. Alignment of instructional minutes in the master schedule. Increase active engagement in the classroom with support in professional development and observations with the learning coach. Follow-up and follow through on professional development targeted towards SWD, ELL and others with action plans to use strategies in the classrooms. Provide specific minutes during the school day for students to meet their minutes as needed for 504, IEPs and other subgroups with needs. Follow up in data meetings and every 4-6 weeks during team collaboration. Students will Read, Write, Talk as part of teachers strategies during tier 1

What additional interventions might help those subgroups?

WIN time with support from faculty that has been training to use 95% materials, ESL strategies and research-based instructional strategies to use during small groups. Tier 2 and Tier 3 interventions that are embedded in the master schedule.

This section is only for TSI Designated Schools :

What subgroup(s) designate your school as TSI?

Students with Disabilities. Hispanic.

How will your plan address the area that qualifies you as a TSI School?

Students will speak, read and write in complete sentences. Through weekly team time our focus will be on growth and achievement of our subgroups of students. We will provide teachers the tools to engage students through cooperative activities and providing students with multiple opportunities to respond during lessons. Our Tier 2 and tier 3 team will meet monthly to check in with progress on students. Teachers will know the students identified and as a school we will track their data to show growth continually throughout the year, with tracking pathways of progress, discuss students by name in data meetings, regroupings for WIN and every 4-6 weeks in team collaboration.

What Tier 1 practices do you need to target/focus on? What coaching support will teachers need to make those changes?

Oral language instruction, vocabulary instruction to build background knowledge. Our learning coach will work with teachers through lesson planning, observations and assessments. We will also focus on read, write, talk during tier 1.

FOCUS AREA 2: SAFE LEARNING ENVIRONMENT

How are you formatively assessing your progress in this area?

Feedback from teachers and students, community council, forms on areas of improvement. Implementation of our R.O.A.R rules. Priority meetings to update things around the building. Mid-Year review of expectations and assembly by the title one coordinator and principal to address highest areas of concern. Usage of wellness room. Student input Student Leadership Binders, student leadership tickets, office referrals, data on classroom behaviors and frequency of the behaviors.

List and link your school's data sources here:

Description	Link
Powerschool Attendance	
SEL Wellness Data	Wellness Room Report
Office Referrals	Behavior logs are logged in powerschool
Leadership Tickets	Leadership Tickets
Behavior Intervention Plans for Students	Behavior Intervention Plan Template
Feedback from teachers and students on school wide expectations	

FOCUS AREA 3: LEADERSHIP, CULTURE, COACHING, COLLABORATION & PROFESSIONAL LEARNING

How are you formatively assessing your progress in this area?

Coaching log, monthly focus observations and walk-throughs with feedback, tier 1 checklists, feedback in team collaboration, intervention team, surveys for personalized professional development, monthly staff appreciation, action teams, team leaders, committee leaders

List and link your school's data sources here:

Description	Link
Coaching Log	Coaching Log
Monthly observations	
Tier 1, Tier 2 checklists	Tier 1 and Tier 2 Check lists
Team Coaching Feedback	
Meetings and agendas in action teams, leadership teams and committee leaders	

Step 2: Outline your school's specific, measurable goals for the year.

Step 3: Define specific actions your school must make and how you will measure their success.

Step 4: Define the funding source and estimated expenditures.

2025-26 BUDGET SUMMARIES

STATE LANDS TRUST FUNDING ESTIMATES

Carryover from prior year		\$5,218.82
Distribution for 2025-26	+	\$65,126.20
Total Available Funds		\$70,345.02
Estimated Expenditures	-	\$69,649.67
Net Amount		\$695.35

Is SLT carryover from 2024-25 expected to exceed 10% of the school's 2024-25 distribution?

Yes ☐

No ☒

TSSA FUNDING ESTIMATES

Carryover from prior year		\$14,076.76
Distribution for 2025-26	+	\$87,897.89
Total Available Funds		\$101,974.65
Estimated Expenditures	-	\$92,110.90
Net Amount		\$9,863.75

Is TSSA carryover from 2024-25 expected to exceed 10% of the school's 2024-25 distribution?

Yes ☐

No ☒

ALIGNING GOALS WITH 2025-26 BUDGET

PEERS GOAL #1	75% of students will achieve typical or above typical growth with 5% + increase in proficiency according to EOY Acadience Reading and Math. All 4th and 5th grade teams will achieve a median growth score of 40% or higher according to RISE ELA, Math & Science.		
FOCUS AREA	1. STUDENT LEARNING		
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	ENGLISH / LANGUAGE ARTS		
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	MATHEMATICS		

How will you measure whether this action step had a positive impact on student learning? *(This must be tied to your goal.)*

	Action Steps / Expenditure Description		Expenditure Category	Funding Source	Estimated Cost
Rise and Acadience math and reading scores 3% higher than 2024, 75% of students showing typical or above typical progress from BOY to EOY.	1	Hire Paraprofessionals to support our goal.	Salaries & Benefits	SLT TSSA	\$67,270.28 \$28,562.08
	2	Substitutes for Data Meetings and Professional Development for certified staff.	Salaries & Benefits	SLT	\$876.20
	3	Add more time to music teachers contract to support this goal.	Salaries & Benefits	TSSA	\$12,748.02
	4	Hire Behavior Techs to work with students that need more emotional and behavioral support.	Salaries & Benefits	SLT TSSA	\$13,681.10
	5	Professional Development for certified staff such as LETRS Training to support our goal.	Contracted Services	TSSA	\$3,600.00
	6	Supplies to support this goal.	Supplies	TSSA	\$522.32
	7	Improve and update technology to support this goal. Technology to help with data, learning and professional development; chromebooks for students and teachers, software for online scheduling for student/parent conferences.	Technology Related Supplies	SLT	\$1,003.19
	8	Purchase Online Scheduler to support our goal. Purchase School Messenger to support parent involvement and support student learning. Approved by WCSD School Board Aug 11th, 2025.	Software	SLT TSSA	\$500.00 \$965.32
					\$129,728.50

Does this goal include a Digital Citizenship or Safety Principles component?

Yes ☐ No ☒

Has SLT (Trust Lands) been designated as a funding source for this goal?

Yes ☒ No ☐

PEERS GOAL #2	Decrease office referrals using a wellness room and teaching students to self regulate through use of the Wellness room and lessons provided by our School Counselor. This will increase the amount of time students spend in class receiving Tier One Instruction.Students will improve their ability to work through difficult situations to improve their problem solving skills and leadership skills.		
FOCUS AREA	2. SAFE LEARNING ENVIRONMENT		
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	ENGLISH / LANGUAGE ARTS		
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	MATHEMATICS		
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>			

How will you measure whether this action step had a positive impact on student learning? *(This must be tied to your goal.)*

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Action Steps / Expenditure Description					
Improvement of Wellness room usage, engagement in students skills groups.	1	Pay for school counselor.	Salaries & Benefits	TSSA	\$32,032.06
					\$32,032.06

If additional funds are available for TSSA, how will the school spend the funds to implement the goals in this plan?

Supplies, student celebration, professional development, technology.

Provide an explanation of how your school will publicize its plan.

School Website